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TO : [REDACTED] PPS

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FROM : [REDACTED] IS/IO

SUBJECT: Information requested on the Intelligence Orientation course

1. On 23 November 1959 you asked me for a brief memo that would explain as far as I knew them the reasons for the proposed shift of Intelligence Orientation to a reading course and the arguments against it.

2. Since 1951, a basic orientation course has been given in one form or another for all newcomers to the agency and to all those within the Agency that had not taken it before that period. Classes varied from 60 to 125. The course explained all the basic functions of the Agency, described its organization, and relationship to the other members of the intelligence community, discussed the means by which intelligence is produced, and indicated how it was used in the formation of foreign policy. In later years, the course also gave two exhibits: the Intelligence Products Exhibit and the Support Exhibit which carried on display the actual products of intelligence and support activities. Both have had a subsidiary importance in introducing members of the Intelligence Community to the activities of CIA. In the past three years approximately 800 people from the community have been spectators.

3. The course developed various instructional techniques. For its basic instruction it used guest speakers, each speaker a representative from an Office and an authority on the subject on which he spoke. It supplemented these lectures by seminars, small group discussions that gave the student ample time for questions and the resolution of all cloudy portions of instruction. It also inaugurated a series of special seminars on what was called the American Thesis. The faculty had prepared a series of significant writings from the American past and present illustrating the basic tenets by which the United States lives. It asked each student to answer an actual question asked by a foreigner of

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DDA Memo, 4 Apr 77

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a United States citizen and to defend his reply against hostile criticism. The exercise turned the student back to essentials and made him review his place and purpose in the Agency. It has been cordially received and especially supported by those who have been overseas or those about to go. We closed the course with an examination carefully prepared and frequently revised after study of student answers. We have never had complaints that the examination was either unfair or unjust.

4. The course has never been static; it is constantly under a state of improvement and change. In the last two years under [REDACTED] we have been able to give it a smartness that it previously lacked. We have had the auditorium refurbished, cleaned, and painted. At the rear of the room stands for displaying periodicals enable us to put on display manuscripts or documents illustrating the lecture being given. [REDACTED] has introduced area films that are given during the noon hour for a majority of the students who return after a quick lunch. We have also through the kindness of OCI been able to have an OCI briefing officer give his weekly briefing both to students and to all members of the CIA working in the vicinity of the R&S Building. Finally, under the guidance of [REDACTED] the course supervisor, we have given to the course a precision of scheduling and a smoothness of administration that is appreciated by both students and the guest speakers. We have, we think, introduced students to the Office of Training with dignity and effectiveness. Because of the obvious authority of the speakers the students gain not only a knowledge of CIA but a sense of being cordially received into an exclusive Agency.

5. The guest speakers have taken pride in their lectures, have revised them to suit the times and obviously enjoy being asked to return again and again. Each has been disappointed and amazed when we have told him that the course as it now stands may be stopped. We have been able to advise speakers tactfully of flaws in their speeches and to persuade them to improve their lectures. Those speakers who have proved hopelessly inept we have persuaded, with their consent, to withdraw and have found the Offices perfectly hospitable to sending over another candidate. By presenting a resume of its functions, each Office has found that it could promote an appreciation of what it was doing and hence improve inter-office cooperation. In editing the speeches, we have performed a final act of good will. Each speaker has seen his edited speech, and has had an opportunity to make any revisions that he wished. After it has been finished to his satisfaction, we have presented him with a copy.

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6. When last year, the course was taken from the auditorium, reduced to 30 students, and given in a crowded room, there was a temporary drop in student morale and also a distinct impression in the various Offices that if OTR could not meet its requirements to give the course to all those who registered for it, OTR could no longer make it mandatory. Both difficulties we think we have eliminated. Our return to the auditorium in January allowed us to stop the accumulation of any sizable backlog; and we found that with a smaller class we could give each student more attention.

7. When lectures on Communism and the history of the USSR were given by members of the faculty, there were ten instructors. When the School of International Communism was started, the instructor total dropped to six. A year ago one man was rotated to another position and not replaced. This October, the fifth member found another job. The present group of four can handle the class of thirty; it has difficulty in manning the seminars and group discussions of larger classes (given in the auditorium) and has generally had to call on the Intelligence Production Faculty for assistance.

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9. To maintain the vigor of the course and keep it current, the faculty itself has had to remain up-to-date, to keep aware of agency changes and emphases, and to see that such changes or new items are included in both reading material and the speeches. When time is available, [REDACTED] has called on other Offices to brief us on functions and changes. Finally, the faculty has had to look forward and foresee the needs for new types of instruction. At present, it is trying to prepare a mid-service career course adapted to CIA requirements. With the additional duties laid upon it, the faculty is not merely busy, it is out straight.

10. For a number of years now, the basic orientation course under various names has performed the service, first, of orienting professional officers of the Agency by giving them a satisfactory working knowledge of the organization, then, of providing an introduction to all the advanced courses of OTR. The faculty has been attentive but not subservient to student criticisms and has taken advantage of good suggestions. It has received uniformly favorable comment from the CIA students, from members of the intelligence community who have taken the course, and from the Offices who have sent students. (See Annex A)

11. The suggestion that the course be changed over to a reading course was apparently first made a year ago by a Medical Staff student who told us he was undergoing psychoanalytical treatment. He was absent for a day or two in psychoanalytical sessions and missed many essential lectures. His chief argument for a reading course was that it would save time for the student by allowing him to read the orientation material at his desk during working hours. This argument is the chief one that can be brought forward for a reading course--it is a completely fallacious one.

12. The chief arguments against a reading course are these:

a. A reading course does not save time for the student. To read a printed lecture, digest the material, and answer questions on it will take more rather than less time. The student will not have the advantage of being able to ask questions, of talking with colleagues or faculty. Anyone who has ever taken a correspondence course will corroborate this statement.

b. It will be nearly impossible for OTR to control a reading course and keep it within the limits of two weeks. The student will have to do his reading at his government desk surrounded by working colleagues. It would be most unusual if he were not impressed into service part of the day or called on the telephone.

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c. It will be impossible for long to maintain a reading course. The Offices having students in a reading course will first be impatient at the limitations of two weeks--or three, or four--and then will demand that the student be given the reading materials to be read at his leisure with no terminal date. The course will lapse into the casual method formerly used by the average government agency of letting the newcomer read selected texts. This method has proved so unsatisfactory that other government agencies, i.e., State Department and ICA, are now setting up orientation courses; it is ironical that CIA is proposing to abandon its course.

d. In an Agency such as CIA in which changes in function and organization are frequent, it will be almost impossible to keep printed lectures up-to-date. Changes easily made by a lecturer would entail extensive editing and reprinting in a reading course. Already, lectures recorded in 1959 are beginning to need editorial changes even before they are sent to the printer.

e. In changing to the printed lecture OTR will abandon a prestige course, one that has served a dual purpose of welcoming students to the Agency, and of preparing them for future courses with OTR. The student is flattered by being addressed by people who are authorities in their field; he also realizes that OTR is in a position to secure the services of these people. Finally, he becomes aware of the many subjects in which OTR gives courses. The IO course acts as an introduction, i.e., prepares the student for a great number of them.

f. Changing the IO course to a reading course will not lower the number of faculty needed to carry on usual duties. These four will find it difficult to maintain the reading course, set up and carry out a midservice career course already being demanded, and to perform the extra duties now demanded of the faculty.

13. The staff now has four professional members out of its [redacted] and one stenographer instead of the training assistant and stenographer called for under the T/O. At present the work of the faculty cannot be done without frequent assistance from other sources.

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CENTRAL INTELLIGENCE AGENCY OFFICIAL ROUTING SLIP					
TO	NAME AND ADDRESS		INITIALS	DATE	
1	DTR		<i>[Signature]</i>	8 Mar 60	
2	DTR		<i>[Signature]</i>	9 MAR 1960	
3	C/PPS		<i>[Signature]</i>	9 Mar 60	
4					
5					
6					
ACTION		DIRECT REPLY		PREPARE REPLY	
APPROVAL		DISPATCH		RECOMMENDATION	
COMMENT		FILE		RETURN	
CONCURRENCE		INFORMATION		SIGNATURE	
<p>Remarks: (months ap...)</p> <p>Provided to me, at my request, in view of personal reactions which I had heard expressed orally.</p> <p>I still believe a one-week, general orientation is adequate.</p> <p>This does not cause me to change my mind.</p>					
FOLD HERE TO RETURN TO SENDER					
FROM: NAME, ADDRESS AND PHONE NO.				DATE	
C/PPS				<i>[Signature]</i>	